



Fall 2015 DAS Workshop
College Board Assessments



Agenda

- + Overview of the PSAT 8/9, PSAT 10, and SAT assessments
- + Discuss strategies for cross-curricular implementation
- + Overview of implementation & timeline
- + Additional Resources



SAT Suite of Assessment Overview

PSAT 8/9, PSAT 10, SAT



The College Board Readiness & Success System

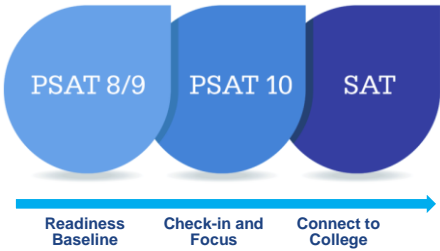
Beyond tests. More opportunities.



- + Easier for students to navigate a path through high school, college and career
- + Extraordinary, **exclusive** partnerships that deliver **unprecedented** benefits to students, educators, and states/districts



The SAT Suite of Assessment



Section Specifications

	SAT		PSAT 10		PSAT 8/9	
	Time	# of Questions	Time	# of Questions	Time	# of Questions
Reading	65 min	52 Q	60 min	47 Q	55 min	45 Q
Writing & Language	35 min	44 Q	35 min	44 Q	30 min	40 Q
Math No Calculator	25 min	58 Q	25 min	48 Q	20 min	38 Q
Calculator	55 min		45 min		40 min	
Essay	50 min	1 prompt	None		None	
Total	180 min (230 min with essay)	154 Q (155 Q with essay)	165 min	139 Q	145 min	120 Q



Reading Test Features

- + Single and paired passages
- + Cross disciplinary contexts:
 - US and world literature
 - History/social studies (Founding documents/great global conversations)
 - Science
- + Informational graphics
- + Range of text complexity
- + Focus on:
 - Words in context
 - Command of evidence



Writing & Language Test Features

- + Passage based
- + Cross-disciplinary contexts:
 - Humanities
 - History/social studies
 - Science
 - Careers
- + Informational graphics
- + Multiple text types: argument, informative, nonfiction narrative
- + Focus on:
 - Expression of ideas
 - Standard English conventions
 - Words in context
 - Command of evidence



Redesigned SAT Essay Prompt

1

As you read the passage below, consider how Dana Gioia uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

2

[Sample Passage here]
(In this example, passage is adapted from "Why Literature Matters" by Dana Gioia. ©2005 by The New York Times Company. Originally published April 10, 2005.)

3

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Gioia's claims, but rather explain how Gioia builds an argument to persuade his audience.



Math Test Features

- + Multiple item types – multiple choice and student produced response
- + Focus on what matters in college/career readiness
- + Calculator/No calculator sections
- + Focus on application, procedural skill and fluency, conceptual understanding
- + Rich application contexts:
 - Social studies
 - Science
 - Careers
- + Item sets
- + Multistep problems



Strategies for Cross-Curricular Implementation

SAT Words in Context & Command of Evidence



SAT Reading Test Content Specifications

SAT READING TEST CONTENT SPECIFICATIONS		
	NUMBER	PERCENTAGE OF TEST
Time Allotted	65 minutes	
Passage Word Count	3,250 words total from 4 single passages and 1 pair; 500-750 words per passage or paired set.	
Total Questions	62 questions	100%
Multiple Choice (4 options)		100%
Passage Based		100%
Contribution of Items to Subscores and Scores (Percentages do not add up to 100%)		
Words in Context (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Command of Evidence (Across Reading and Writing and Language Tests)	10 questions (2 questions per passage/pair)	19%
Analysis in History/Social Studies (Across Math, Reading, and Writing and Language Tests)	21 questions (all history/social studies questions)	40%
Analysis in Science (Across Math, Reading, and Writing and Language Tests)	21 questions (all science questions)	40%
Passage Contents		
U.S. and World Literature	1 passage; 10–11 questions	20%
History/Social Studies	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Science	2 passages, or 1 passage and 1 pair; 10–11 questions each	40%
Graphics	1–2 graphics in 1 History/Social Studies and in 1 Science passage	
Text and Graphical Complexity		
Text Complexity	A specified range from grades 9–10 to postsecondary entry across 4 passages and 1 pair	
Graphical Data Representations (tables, graphs, charts, etc.)	Somewhat challenging to challenging (moderate to moderately high data density, few to several variables, moderately challenging to moderately complex interactions)	



SAT Reading Test

- + Words in context represents approximately 19% of the SAT Reading Test questions.
- + Command of Evidence represents approximately 19% of the SAT Reading Test questions.
- + Students are called to determine the meaning of vocabulary in context
 - Vocabulary is important in all subjects – there is a strong link between vocabulary and comprehension
 - Tier 2 words – less familiar but useful vocabulary words
 - Diverse levels of text complexity –
 - SAT ranges between 9th grade and first year postgraduate studies



Words in Context

SAT Reading Test

- + Students will determine the meaning of vocabulary in context
- + Students will analyze word choice rhetorically

SAT Writing & Language Test

- + Students will improve the precision, concision, and context appropriateness of expression



Command of Evidence

SAT Reading Test

- + Understand and use evidence in reading, writing, and math in a broad array of contexts
- + Determine the best textual support for the answer to another question

SAT Writing & Language Test

- + Retain, add, revise, or delete information and ideas in a text
- + Interpret graphics and correct errors in the accompanying passages
- + Selected response questions only – no actual writing



Essay – Command of Evidence

- + The Essay will also require students to demonstrate command of evidence, though it will not contribute to the Subscore.
- Analyze a source text to determine how the author builds an argument to persuade an audience through the use of evidence
- Write a cogent and clear analysis supported by critical reasoning and evidence drawn from the source.



Words in Context Sample Question

[. . .] The coming decades will likely see more **intense** clustering of jobs, innovation, and productivity in a smaller number of bigger cities and city-regions. Some regions could end up bloated beyond the capacity of their infrastructure, while others struggle, their promise stymied by inadequate human or other resources. *Adapted from Richard Florida, The Great Reset, ©2010 by Richard Florida.*

(Note that the tested word is in bold here only for convenience; in an actual test, no highlighting would appear.)

As used in line 55, "intense" most nearly means

- A) emotional
- B) concentrated
- C) brilliant
- D) determined

CONTENT: Information and Ideas/Interpreting Words and Phrases in Context

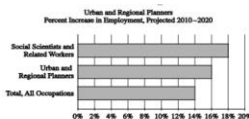


Command of Evidence Sample Question

[. . .] Transportation planners perform critical work within the broader field of urban and regional planning. As of 2010, there were approximately 40,300 urban and regional planners employed in the United States. The United States Bureau of Labor Statistics forecasts steady job growth in this field, projecting that 16 percent of new jobs in all occupations will be related to urban and regional planning. Population growth and concerns about environmental sustainability are expected to spur the need for transportation planning professionals.

Which choice completes the sentence with accurate data based on the above graph?

- A) NO CHANGE
- B) warning, however, that job growth in urban and regional planning will slow to 14 percent by 2020.
- C) predicting that employment of urban and regional planners will increase 16 percent between 2010 and 2020.
- D) indicating that 14 to 18 percent of urban and regional planning positions will remain unfilled.



Adapted from United States Bureau of Labor Statistics, Employment Projections Program, "All occupations" includes all occupations in the United States economy.

CONTENT: Synthesis: Analyzing Quantitative Information



How Do The Tests Impact Instruction in Science, Social Studies, and Career-Related Courses?

- + Cross-test scores will include a score for Analysis in Science and Analysis in History/Social Studies
 - Texts used for analysis in on the Reading and Writing and Language Tests may have foundations in content area courses.
 - At least one text used on the Reading Test for analysis will be a Founding Document or from the great global conversation they inspire.
 - Tables, graphs, and data may relate to topics in content areas.



Words in Context – Instructional Strategies

- + Select a particularly meaningful or powerful word or phrase
 - Substitute for it another word or phrase of similar meaning.
 - Discuss how the new word choice impacts the tone and style of the passage.
- + Practice revising and editing during class
 - Allow students to refine their own work, as well as the work of their peers.
 - Build analysis skills related to grammatical conventions, word choice, and sentence structure in extended contexts.
- + Revisit previous writing assignments
 - Allow students to alter their evidence, their word choices, or otherwise edit their work to strengthen their skills.



Command of Evidence – Instructional Strategies

- + Present additional texts that support an author's conclusion
 - Defend choices by citing textual evidence (e.g., quotations) from the additional texts.
 - Practice both synthesizing and supporting ideas with evidence.
- + Provide students with a reading passage containing several sentences in need of correction
 - Introduce such issues as dangling and other misplaced modifiers, inappropriate shifts in verb tense, lack of agreement between pronouns and antecedents, and illogical comparisons between unlike terms.
 - Ask students to improve the sentences.
 - After students make corrections, ask them to explain their reasoning. Students are thus simultaneously practicing using language conventions and supporting their answers with evidence.



Command of Evidence – Instructional Strategies (cont.)

- + Ask students to write questions that investigate understanding of a lesson or unit.
 - Students practice identifying meaningful and relevant information in order to create high quality questions.
 - When students answer their peers' questions, require them to provide the evidence that supports their selection.



Implementation Overview & Timeline



Workshops & Presentations

- + MME Testing Webinar – October 6, 2015 (SAT only)
- + Counselor Workshops begin at 9 am [register here](#)
- + Implementation Workshops begin at 1 pm (all assessments)

Sep 21	Rochester	Oakland University
Sep 22	Detroit	Wayne State University
Sep 24	Dearborn	University of Michigan-Dearborn
Sep 28	Kalamazoo	Western Michigan University - Kalamazoo
Sep 29	Grand Rapids	Western Michigan University - East Beltline
Sep 29	East Lansing	Michigan State University
Oct 6	Mount Pleasant	Central Michigan University
Oct 8	Marquette	Northern Michigan University

- + Additional Webinars– keep an eye out for more dates in Spotlight



Pre-Administration Implementation Activities

- + Actions to take now
 - Define and assign key roles, and additional support if necessary, at each school site
 - **Test Center Supervisor**
 - Responsible for all pre-admin activities, including preparing facilities, assigning test day staff, and receiving and storing test materials
 - Responsible for overseeing test day activities and returning test materials
 - **Principal**
 - Main instructional contact at school, but can enlist help of other staff if needed
 - Responsible for disseminating key information about the assessments and benefits to educators, parents, students.
 - **Services for Students with Disabilities (SSD) Coordinator**
 - Needs to register with the College Board's SSD office ([SSD Online](#))
 - Responsible for helping students submit accommodations requests and administering the test to students on the Non-Standard Accommodations Roster.



Pre-Administration Implementation Activities

- + Actions to take in Fall and Winter
 - Apply for SSD Accommodations ([SSD Online](#))
 - Prepare site for school day testing
 - Plan for rooms, furniture, and staff for test day
 - Plan for necessary schedule adjustments, including lunch, bells, and busses
 - Share Khan Academy SAT Practice with Students
 - Train Test Center Supervisors and Test Day Staff
 - For PSAT 8/9 and PSAT 10, self-study using printed materials
 - For SAT, Test Center Supervisor and Test Center Staff complete online training course and review printed materials
 - Confirm school and enrollment information within the Secure Site.
 - Pre-ID students (Dec/Jan)



Pre-Administration Implementation Activities

- + Actions to take in March
 - Confirm SSD students have the appropriate approved accommodations
 - Have students complete the student questionnaire for SAT
 - Prepare for test materials delivery and storage
 - Affix Pre-ID labels to answer sheets



What to expect

- Sep – Oct 2015

General Information
 - ▶ MDE & College Board will be providing information about preparation, registration and ordering and a detailed schedule of activities for all 3 activities.
- Sep – Dec 2015

Institution & Test Center Setup (Establishment)
 - ▶ College Board will be providing instructions and forms required to certify schools for testing.
- Oct – Dec 2015

Accommodation Requests
 - ▶ College Board will be conducting additional SSD webinars and information regarding the accommodation request process for Spring testing.
- Dec – Jan 2016

Registration/Ordering
 - ▶ MDE & College Board will notify and remind schools about pre-id and ordering.



What to expect

- Jan – Feb 2016

Test Day Training
 - ▶ College Board will be offering webinar Provide materials to prepare Supervisors for test day.
- Mar – April 2016

Test Material Shipments
- April 12, 2016

SAT Test Day
- April 12-13, 2016

PSAT 8/9 and PSAT 10 Test Day
- Mid-May 2016

Score Reports Available



Additional Resources



Resource: Teacher Implementation Guide

- + Now available at:
<https://collegereadiness.collegeboard.org/educators/k-12/teacher-implementation-guide>
 - Modularized PDFs available online
- + Purpose:
 - Explain to teachers and curriculum specialists the reasoning and goals behind the redesign of the SAT
 - Describe the structure and content of the redesigned SAT and the eight key changes to the SAT Suite of Assessments
 - Provide practical, actionable, classroom-related information to help teachers work with students to prepare for SAT



Resource: Teacher Implementation Guide Table of Contents

- + Introduction
- + Why Redesign the SAT?
- + Getting Familiar with the Redesigned SAT
- + Connecting Test Content and Classroom Instruction
 - General Instructional Strategies
 - Skill-Building Strategies
 - Keys to SAT
- + Scoring and the Redesigned SAT
- + Preparing Your Students for Success on the Redesigned SAT
 - Khan Academy partnership
 - Top 10 Pieces of Advice for Students
- + Appendices



Resource: Professional Development Modules

- + Free online modules available for use with multiple audiences:
 - Staff meetings/professional development sessions
 - Department meetings/PLCs/vertical teams
 - Individual review
- + Free downloadable materials for multiple delivery options:
 - Participate in online webinar (limited availability)
 - Review recorded webinar
 - Present materials in face-to-face settings
- + Includes
 - A PowerPoint Presentation
 - A Facilitator's Guide – Introduction, Presentation Suggestions for Time Allotted, Suggested Discussion Points, and Handouts



Resource: Professional Development Modules

+ Available now at:

<https://collegereadiness.collegeboard.org/educators/k-12/professional-development-modules>

- Module 1 Key Changes
- Module 2 Words in Context and Command of Evidence
- Module 3 Expression of Ideas and Standard English Conventions
- Module 4 Math that Matters Most - Heart of Algebra and Problem Solving and Data Analysis
- Module 5 Math that Matters Most - Passport to Advanced Math and Additional Topics in Math

+ Available in September

- Module 6 Using Assessment Data to Inform Instruction

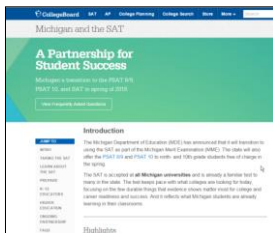


Resource: Professional Development Modules Michigan ISD/RESA collaboration on PD Modules

- + MAISA General Education Leadership Network taskforce for PD
 - 3 Train the Trainer sessions on Modules 1-5
 - Collaborative training model – CB Michigan Team and ISD/RESA staff
- + Michigan specific recorded webinar/video series planned for fall, 2015
 - Michigan district teams engaged in College Board PD modules
 - Videos recorded and hosted on ISD video servers
- + Additional Train the Trainer sessions on Module 6 – Scores and Reporting
 - Collaborative district workshops for fall testing results in January/February
 - Collaborative district workshops for spring testing results in Summer 2016



For More Information



Contact the Michigan SAT team:

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 224-374-6993

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 231-342-4340

Michigan SAT webpage
<http://collegeboard.org/michigan>

Assessment System Email
michiganpsat@collegeboard.org



Appendix



8 Key Changes to the SAT



Words in Context



Command of Evidence



Essay Analyzing a Source



Math that Matters Most



Problems Grounded in Real-World Contexts



Analysis in Science and in History/Social Studies



U.S. Founding Documents and the Great Global Conversation



No Penalty for Guessing



Grade Level Appropriate Reading

PSAT 8/9	PSAT 10	SAT
Draw fairly simple, one-step conclusions spelled out clearly in the text	Draw a more subtle inference to reach the right conclusion from a text	Perform several steps to draw the right conclusion from a text
Identify relationships based on multiple, fairly straightforward pieces of info stated in the text	Infer somewhat more complicated relationships based on more subtle pieces of info stated in the text	Infer more complex relationships from the text by piecing facts or incidents together
Determine explicit meaning from the graphic or text	Recognize trends in graphical data	Synthesize information from a graphic and passage



Grade Level Appropriate Writing & Language

PSAT 8/9	PSAT 10	SAT
Use punctuation effectively in simple contexts, such as using commas to separate items in a list	Use punctuation effectively in somewhat challenging contexts, such as using a colon to introduce a list	Use punctuation effectively in challenging contexts, such as using a semicolon to link independent clauses
Edit straightforward sentences that pose some challenge, such as sentences with an introductory phrase	Edit compound and complex sentences, including sentences with introductory phrases and clauses	Edit syntactically challenging sentences, such as lengthy sentences that include several clauses
Accurately incorporate basic information from graphics into a text	Accurately incorporate somewhat detailed or nuanced information from graphics into a text	Incorporate accurate, specific, and complex information from graphics into a text

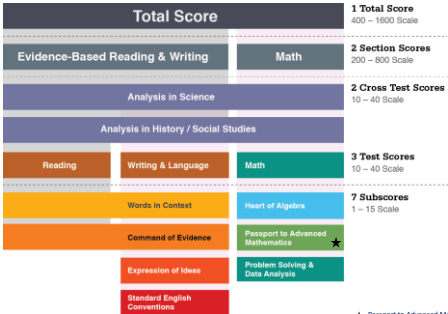


Grade Level Appropriate Math

PSAT 8/9	PSAT 10	SAT
Many items requiring one or two steps to solve	Many items requiring 2 or more steps to solve	Emphasis on multi-step problems
May require the use of common geometric equations	May require the use of common geometric equations and spatial reasoning	Requires the use of geometry concepts and reasoning
Includes ratios, proportions, percents, introductory probability and statistics	Requires comparing linear and exponential growth	Includes statistics topics such as sampling and inferring correlation and causation from a research method
May require the use of properties of right triangles to solve problems	Requires the use of trigonometric relationships	Requires the use of trigonometry



Scores & Subscores



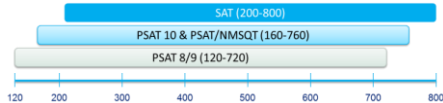
★ Passport to Advanced Mathematics is not reported for PSAT 8/9.

SAT Essay Scores



Longitudinal Progress Monitoring

+ Section Scores will be placed on a vertical scale.



+ This same concept will hold true for the **Test and Cross-Test Scores** as well as **Total Score**.



Reading Test – Sample Question #1

Mattie Silver had lived under Ethan's roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm.

1. In the context of the passage, the author's use of the phrase "her light step flying to keep time with his long stride" (line 3) is primarily meant to convey the idea that
- (A) Ethan and Mattie share a powerful enthusiasm.
 - (B) Mattie strives to match the speed at which Ethan works.
 - (C) Mattie and Ethan playfully compete with each other.
 - (D) Ethan walks at a pace that frustrates Mattie.

CONTENT: Rhetoric / Analyzing word choice



Reading Test – Sample Question #2

He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, "You must be Ethan!" as she jumped down with her bundles, while he reflected, looking over her slight person: "She don't look much on housework, but she ain't a fretter, anyhow." But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

2. The description in the first paragraph indicates that what Ethan values most about Mattie is her

(A) fitness for farm labor.
 (B) vivacious youth.
 (C) receptive nature.
 (D) freedom from worry.

CONTENT: Information and Ideas / Understanding relationships



Reading Test – Sample Question #3

Mattie Silver had lived under Ethan's roof for a year, and from early morning till they met at supper he had frequent chances of seeing her; but no moments in her company were comparable to those when, her arm in his, and her light step flying to keep time with his long stride, they walked back through the night to the farm. He had taken to the girl from the first day, when he had driven over to the Flats to meet her, and she had smiled and waved to him from the train, crying out, "You must be Ethan!" as she jumped down with her bundles, while he reflected, looking over her slight person: "She don't look much on housework, but she ain't a fretter, anyhow." But it was not only that the coming to his house of a bit of hopeful young life was like the lighting of a fire on a cold hearth. The girl was more than the bright serviceable creature he had thought her. She had an eye to see and an ear to hear: he could show her things and tell her things, and taste the bliss of feeling that all he imparted left long reverberations and echoes he could wake at will.

3. Which choice provides the best evidence for the answer to the previous question?

(A) Lines 1-3 ("Mattie . . . farm")
 (B) Lines 3-6 ("He had . . . anyhow")
 (C) Lines 6-7 ("But it . . . hearth")
 (D) Lines 8-10 ("She had . . . will")

CONTENT: Information and Ideas / Citing Textual Evidence